DOCUMENT RESUME

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TITLE	Teacher Aide Training Guide for Classroom Teachers. Description of Teacher Inservice Education Materials. Summary Information.
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DESCRIPTORS	Inservice Teacher Education; *Instructional Materials; *Learning Modules; *Programed Materials; *Teacher Aides; Teaching Methods; *Training Techniques; Validated Programs

ABSTRACT

The learning module described is designed to help the classroom teacher make maximal use of teacher aides. The content of the module is outlined, and the activities and resources involved in its use are described. Ordering information and a critique of the module are included in this descriptive report. (JD)

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DESCRIPTION OF TEACHER IN-SERVICE EDUCATION MATERIALS

A. SUMMARY INFORMATION

Title: TEACHER AIDE TRAINING GUIDE FOR CLASSROOM TEACHERS

Publication Date(s): 1970

Intended Users: Preservice, inservice classroom teachers interested in learning how to train teacher aides

Grade Level(s): K -12

Number: Class-sized group

Primary Focus: Helping the classroom teacher make maximal use of teacher aides is the main focus.

School subject(s) and/or in-service topic(s) covered:

Training of teacher aides (including clerical duties like attending to school forms and general filing, use of A-V equipment and materials, and relationships with children)

What participant does in using the materials: The participant:

1) Chooses a particular objective applicable to his/her classroom situation;
2) Reads the "mini-module" on that situation, which includes an objective, an activity, and evaluation;
3) Uses practice manual for each objective; and
4) Reads State regulations on aides.

Resources: Materials, personnel and equipment required include:

1) 104-page book
2) classroom teacher aides,
3) classroom for discussion, and
4) audio-visual equipment - cassette tape recorder, 16mm. movie projector, opaque projector, screen, videotape recorder, overhead projector, filmstrip projector.

Describer critique:

This product provides a comprehensive treatment of the whole teacher aide field. It is thorough, well-organized, clearly written and should prove valuable to classroom teachers using teacher aides. The only drawback is physical--the binding is a manila cover which is not durable.

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U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE NATIONAL INSTITUTE OF EDUCATION

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1.0 PURPOSES:

The developers state:

"The purpose of this manual is to provide a source of help in the training of aides, so that the teacher who utilizes aides efficiently can make maximum effort to give attention to the individual needs of each child."

The goals include training the aides in these areas: clerical duties, audio-visual training, relationships with children.

The manual hopes to increase the classroom teachers' skills in training the aides in the above areas. In addition, teachers' attitudes about the best use of aides may be changed.

2.0 CONTENT — Scope and Sequencing of Topics:

Printed material has the following Table of Contents:

Introduction

I. Clerical Duties (1 page)

A. School Forms (3 pages)
Attendance Register (13 pages)
Monthly Report (6 pages)
Grade Book (6 pages)
Lunch or Milk Money (2 pages)

B. General (1 page)
Filing Pupil Folders (1 page)
Filing Resource Materials (1 page)
Duplicating (1 page)

II. Audio Visual

A. Equipment (18 pages)

B. Materials for Exhibition (8 pages)

III. Relationships with Children (23 pages)

Appendix A - State Board of Education Regulations (5 pages)
Regarding Teacher Aides
Appendix B - Suggested Tasks for Teacher Aides (4 pages)
Appendix C - Modules on Teacher Aide Training (5 pages)
Appendix D - Aide Evaluation Forms (1 page)

(Material is sequential, but can be used separately.)

3.0 ACTIVITIES AND RESOURCES INVOLVED IN USE OF PRODUCT

3.1 Description of main in-service activities:

The developers point out the main objective of this product: "This training manual is designed so that the teacher can choose the particular objective(s) applicable to his/her situation."

The participant reads the booklet, interacts with his/her classroom teacher aide, evaluates the aide's performance, and fills out post-assessment forms.

3.2 Help given in use of product:

Excellent samples of all kinds of forms are part of the product. Well-organized lists of teacher aides' duties are also incorporated. Explicit directions on how to teach aides to operate audio-visual equipment are also given.

Appendix gives state regulations (Florida) on aides.

4.0 EVALUATION OF TEACHER INSERVICE LEARNING

The product does give evaluation forms for the participant to use with the aide he/she is training.

A coordinator within a school system could adapt the product to create the pre/mid/post assessment instruments needed.

5.0 ORDERING INFORMATION

5.1 Resources required/recommended:

A leader or coordinator is needed. Teacher aides, one per participant, are needed. Audio-visual equipment -- movie projector, overhead projector, opaque projector, filmstrip projector, video tape recorder -- are needed.

5.2 Distributor name/address:

Panhandle Area Educational Co-operative
Box 190
Chipley, Flordia 32428
(904) 638-4131

5.3 Components/approximate costs:

Component	Purchase	Rental	No. Req.	Reusable
TEACHER AIDE TRAINING GUIDE FOR CLASSROOM TEACHERS 104 page manual	$1.10	No	1	Yes

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6.0 HISTORY OF DEVELOPMENT

6.1 Identification of the developer:

This manual was prepared by Mrs. Claire Duncan for the Bureau of Teacher Education, Certification and Accreditation, Division of Elementary and Secondary Education and by Shelly S. Boone, Director of the Bureau . Dr. Duncan is currently with the RDU Projects, Florida Department of Education, Tallahassee.

6.2 How developed and when:

The product was produced in cooperation with the State of Florida, Department of Education, in 1970 as part of the 1969 Florida EPDA B-2 Program, the goal of which was to develop individualized teacher training materials. The developer wanted to produce self-contained modules to facilitate use by as many as possible.

The material was informally field-tested on teachers and secretaries. The latter were chosen since they could more effectively simulate an adult who knew nothing about being a teacher aide. This trial period was conducted while the product was in preparation.

6.3 Evidence of effectiveness with users:

The results of the informal testing were used to make revisions in the final product, and therefore, reflect the adaptations made to ensure participants achieve the stated objectives.

C. DESCRIBER CRITIQUE

Appropriateness / adaptability / technical quality:

This material appears to be most appropriate for helping teachers use classroom aides well. The depth to which the material is treated should help teachers to thoroughly cover most aspects of such training. The material is practical and highly readable. It lends itself to adaptation because of the way it is organized. Persons outside the State of Florida using this product would probably want to secure their own state's regulations on aides.

Content accuracy/social fairness/community acceptance issues:

The material seems to be accurate. The social fairness is hard to judge because of the many value judgments in the units on classroom behavior. Many in the community would question the psychology upon which the questions on the behavior checklist are based.

Overall summary/comment:

This product should be of great help in training teacher aides. It is a very practical product, with detailed checklists and explicit instructions. The drawback lies in the packaging of the material. Because the book is inexpensively reproduced, the binding is not durable. However, when the quality of information is weighed against the minimal cost, this is not a serious flaw.

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